

Innovative Learning with Bingo Wheel: Enhancing Understanding of *Zakat Fitrah* in Class X at Madrasah Aliyah

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Abstract: This study aims to develop and evaluate the Bingo Wheel physical learning media in Fiqh subjects, especially *zakat fitrah* material for class X at Madrasah Aliyah Al-Falah Lemahabang. Using qualitative and quantitative approaches, this type of research is Research and Development (R&D) with the ADDIE development model, which includes Analytics, Design, Development, Implementation, and Evaluation. Data was collected through interviews, questionnaires, tests, and documentation, with data analysis using qualitative and quantitative descriptive analysis. The study results show that: 1) The procedure for developing Bingo Wheel learning media follows the ADDIE model. 2) The validity of the media is considered very high, with a percentage of 90% of media experts and 96.4% of material experts. 3) The practicality of this media is also very good, with a percentage of 92.7% of teachers and 88.6% of students. 4) The effectiveness of the media can be seen from the increase in learning outcomes, where the post-test score shows 100% completeness compared to the pre-test, which is only 32.3%. In conclusion, the development of Bingo Wheel learning media effectively improves students' learning achievement in class X of Madrasah Aliyah Al-Falah Lemahabang.

Keywords: Learning Media, Bingo Wheel, *Zakat Fitrah*

1. Introduction

The definition of education as the main pillar in the life of the nation and state is in line with the opinion of Ki Hajar Dewantara, who defines education as a demand in the growth of children, which leads to all the natural strengths of children so that they, as human beings and members of society, can achieve the highest safety and happiness (Ab Marsiyah, Firman, 2019). Educational efforts for humans resemble food that functions to provide vitamins for human growth (Parman et al., 2021). The learning process results in various aspects, such as changes in understanding, knowledge, attitudes and behaviours, skills and abilities, skills reaction power, receptivity and other aspects that exist in individuals when learning. Learning is a communication process, so the media used in learning is called learning media (Mira et al., 2024). The existence of learning media in supporting learning is certainly very important. Learning media can be described as media that accommodates information that can be used in the learning process. Educators can use many types of media to deliver learning, so educators must also be selective in choosing these types of media (Hasan, 2021). This is because using learning can also provide more value to educational institutions. After all, their existence can potentially improve the image and reputation of educational institutions

(Marwiyah et al., 2023). Therefore, innovation and creativity are needed from educators to create media that can help students acquire fresh knowledge, skills, and competencies.

One of the alternative interactive learning media is the Roda learning media Bingo. The meaning of the word wheel, according to the Great Dictionary of the Indonesian Language, is a round object, and rotation is interpreted as the movement of changing direction, going around, and turning. Khairunnisa explained that a rotary wheel is an object with a circular or circular shape that can be rotated (Kristina et al., 2020). While Bingo is interpreted as a game in the form of a numbered table, when students can answer five questions horizontally, vertically or diagonally, they get points that affect their group score. Game Bingo is one of the means that can be chosen to solve learning problems. Game Bingo is a game about chance. If played in groups, it can contain group activities, where students who are actively involved are said to be actively participating in learning, utilizing their critical thinking skills to recognize the shortcomings and advantages of the material, strengthening students' understanding, and fostering communication skills (Oktaviani et al., 2019). With the right media in the learning process, students will be helped, and teachers can deliver teaching materials in a systematic and innovative order and improve the quality of the learning itself.

One of the aspects of the study of Islamic Religious Education is Fiqh. In particular, Fiqh discusses legal issues that regulate various aspects of human life, including personal life, society, and human life with the Creator. Fiqh discusses worship, the principles of the pillars of Islam, and human relations based on the postulates in the Qur'an and Sunna. Thus, it can be said that the science of Fiqh is closely related to practical *syara'* law. The discussion on Fiqh includes material on zakat. Zakat is a part of the property that every Muslim must pay if the conditions are met. Zakat is paid to those entitled to it as one of the pillars of Islam. In zakat material, *zakat fitrah* is obligatory to every soul, namely, issuing part of the property as a staple food to those entitled. The existence of Fiqh subjects, zakat material, is expected to be able to be understood effectively according to existing provisions.

However, the obstacles faced in the field state that developing innovative and varied learning media is still the main obstacle for educators. Problems in education can, of course, be minimized; for example, education that is not memorable for students causes low awareness and personality of the true meaning of life. Morals and religious education subjects are not always taught in experiential form. The results obtained by low-ability students are often caused by surrounding factors, especially school environment factors, namely learning process factors.

The researcher previously revealed that the spinning wheel learning media can stimulate students to actively participate and provide direct feedback to create an effective teaching and learning process. In his research, he explained that the spinning Wheel of learning media can improve students' learning outcomes. In his research, he explained that developing spinning wheel learning media can improve learning. His research stated that developing bingo learning media was effective because it could motivate their interest in learning more actively.

2. Method

This research takes place simultaneously using qualitative and quantitative approaches, commonly called the mixed method approach. The type of research used in this study is Research and Development (R&D) development research. The development model used in this study is the ADDIE (Analysis, Design, Development, implementation, and Evaluation) development design. The ADDIE development model is one of the research and development methods used to develop learning tools.

The stages of the ADDIE development model are as follows: First, an analysis is carried out, and then a needs analysis is carried out, namely determining the basis of the problems faced during the learning process. Second, design, at this stage, is carried out by collecting references related to the learning media developed, compiling research instruments, and compiling Bingo Wheel learning media materials. Third is development; at this stage, the product is made in real form per the design made in the previous stage. The development in question considers input from validators

as a reference for media development. After the data from all validators is obtained, the researcher makes improvements (revisions). Fourth is implementation; the Bingo Wheel learning media developed is piloted in learning at this stage. After a trial, the data obtained was processed to determine how practical the media developed and the shortcomings of the Bingo Wheel learning media. Fifth, evaluation: at this stage, the Bingo Wheel learning media will be assessed for its feasibility, practicality, and effectiveness based on the validation results, including the validation of materials, media, and response questionnaires as well as pre-test and post-test, so that it can be concluded whether the Bingo Wheel learning media developed is feasible or not applied in the learning process.

The data collection techniques and instruments researchers use in developing Bingo Wheel learning media are interviews, questionnaires, tests, and documentation. The data obtained were then analyzed using qualitative and quantitative descriptive analysis. The Bingo Wheel learning media validation questionnaire contains written statements or questions for validators, media experts, and materials.

The validity questionnaire scale can be seen in the following table.

Table 1. Questionnaire Scale

Instrument Score Answer	Score
Excellent	5
Good	4
Pretty Good	3
Less	2
Very Less	1

The researcher used the following formula to determine the product's validity and practicality (Jaya, 2022).

$$\text{Percentage of ideality} = \frac{\text{number of scores obtained}}{\text{ideal maximum score}} \times 100\%$$

The results of the percentages are then input in quantitative form based on the ideal percentage of validity as follows.

Table 2. Percentage of Validity Ideals

Percentage of Ideality (%)	Criterion
81 – 100	Highly Valid
61 – 80	Valid
41 – 60	Quite Valid
21 – 40	Less Valid
0 – 20	Invalid

Meanwhile, the effectiveness of using learning media can be done by first testing the assessment of student learning outcomes. The effectiveness is seen from the implementation of *the pre-test* and *post-test* learning systems by comparing the individual abilities of students before and after using learning media. The effectiveness of the media was measured using the ideality percentage formula as follows:

$$\text{Percentage of ideality} = \frac{\text{Completed score}}{\text{total students}} \times 100\%$$

The percentage of effectiveness of the media applied can be seen in the percentage of ideals as follows (Rukman AR. Said, Kartini, 2015).

Table 3. Percentage of Effectiveness Ideas

Percentage of Ideality (%)	Criterion
91 – 100	Special/Cumlaude
81 – 90	Very good
71 – 80	Good
61 – 70	Enough

3. Result

a. Development Results

This research produced a product in the form of Bingo Wheel learning media *zakat fitrah* material. The type of research used in this study is Research and Development (R&D) development research, which uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model.

1) Analysis Stage

The main activity carried out at this stage is analyzing. The analysis results obtained by the researcher at Madrasah Aliyah Al-Falah Lemahabang were then used as a guideline in developing Bingo Wheel learning media. Bingo Wheel learning media combines spinning wheel media and *bingo* games that are developed simply so that the material delivered is easier and faster for students to absorb than package book media.

2) Design Stage

This design stage is an advanced stage of the analysis stage. At this stage, product planning is carried out through several processes, namely media selection, material selection, and initial design to produce products according to the needs of students.

3) Development Stage

At this stage, researchers began to design designs and supporting materials to make Bingo Wheel learning media. The media resulting from the development that has been compiled is the development of Bingo Wheel learning media on *zakat fitrah* material class X at Madrasah Aliyah Al-Falah Lemahabang. Some of the media components of the Bingo Wheel include the Bingo Wheel, coloured envelopes, question cards, and question-answer sheets.

4) Implementation Stage

At this stage, learning media is used in learning according to the plan that has been prepared. The implementation stage was carried out with a large group trial in class X.1 Madrasah Aliyah Al-Falah Lemahabang with a total of 31 students consisting of 14 boys and 17 students to see how practical the Bingo Wheel learning media was.

5) Evaluation Stage

At this stage, pre-test and post-test are carried out; the pre-test is given before the media is used, while the post-test is given after the media is used; the purpose is to see if the learning outcomes of students have improved after the application of the Bingo Wheel learning media to *zakat fitrah* material and to see if the learning objectives are achieved and to get feedback for improvement in the future.

b. Validity Results

1) Media Ratings

The assessment of media experts used a questionnaire with ten questions that were given a score with a Likert scale interval of 1 to 5. It can be seen from media experts that the maximum score of all questions is 50, and the assessment of media experts can be calculated as a percentage of the validity score. More clearly, the analysis and assessment of media experts are found in the following table.

Table 4. Results of Media Expert Validation

It	Aspects	Percentage	Category
1	Illustration	90%	Highly Valid
2	Media Quality and Display	92%	Highly Valid
3	Attraction	86,7%	Highly Valid
Average Percentage		90%	Highly Valid

2) Subject matter expert assessment

The assessment of material experts used a questionnaire with a total of 14 questions that were given a score with a Likert scale interval of 1 to 5. From the subject matter expert, it can be known that the maximum score of all question items is 70, and the assessment of the subject matter expert can be calculated as a percentage of the validity score. More clearly, the analysis and assessment of subject matter experts are found in the following table.

Table 5. Results of Validation of Material Experts 1

It	Aspects	Percentage	Category
1	Material	94%	Highly Valid
2	Language	95%	Highly Valid
Average Percentage		94,3%	Highly Valid

Table 6. Results of Validation of Subject Matter Experts 2

It	Aspects	Percentage	Category
1	Material	98%	Highly Valid
2	Language	100%	Highly Valid
Average Percentage		98,6%	Highly Valid

Based on the data from the validation results of the material experts, it can be known that the material on the Bingo Wheel media that has been developed has a validity level of "Very Valid". It is evidenced by the number of scores on statement items 1 to 14 on the questionnaire given by the validator to the Bingo Wheel media, with a validity percentage of 94.3% and 98.6% so that it is declared "Very Valid".

c. Practicality Results

The assessment of practicality by teachers and students uses a questionnaire with a total of 15 questions that are given a score with a Likert scale interval of 1 to 5. The results of the practicality assessment from teachers and students show that the maximum score of all questions is 75, and the practicality assessment can be calculated as a percentage of the practicality score. More clearly, the analysis and assessment of practicality for teachers and students are found in the following table.

Table 7. Results of Subject Teacher Practicality Test

It	Aspects	Percentage	Category
1	Material	90%	Highly Valid
2	Display	92%	Highly Valid
3	Media Usage	95%	Highly Valid
Average Percentage		92,7%	Highly Valid

Table 8. Results of the Student Practicality Test

It	Aspects	Percentage	Category
1	Material	89,7%	Highly Valid
2	Display	88,3%	Highly Valid
3	Media Usage	91,1%	Highly Valid
Average Percentage		88,6%	Highly Valid

Based on the table, it can be understood that teachers and students strongly agree to use Bingo Wheel learning media during learning, with a teacher response percentage of 93.3% in the "Very Practical" category and 89.8% student response in the "Very Practical" category.

d. Effectiveness Results

There are differences in students' learning outcomes before the application of Bingo Wheel learning media and after it is implemented; this can be seen from the average pre-test and post-test scores and the percentage of completion. The average pre-test score was 58.8, with the lowest score of 30 and the highest score of 80. The data of the pre-test results can be seen in the following table.

Table 9. Data on Pre-test Results

No	Value Range	Learners	Percentage
1	91-100	0	0
2	81-90	0	0
3	71-80	10	32,2%
4	61-70	1	3,3%
5	≤ 60	20	64,5%
Total		31	100%

Based on the table, the lowest pre-test score is 30, the highest score is 80, with an average score of 58.8, and the percentage of ideality is 32.3% after being treated with the application of Bingo Wheel learning media in learning Fiqh *zakat fitrah* material, then post-test.

The post-test result data can be seen in the following table.

Table 10. Post-test Score Results Data

No	Value Range	Learners	Percentage
1	91-100	8	25,8%
2	81-90	23	74,2%
3	71-80	0	0
4	61-70	0	0
5	≤ 60	0	0
Total		31	100%

Based on the table, the lowest post-test score was 81, and the highest score was 100, with an average score of 88.6 and an ideality percentage of 100%, compared to the average pre-test score of 58.8 and 32.3%. Thus, it can be concluded that the post-test score is higher than the pre-test score.

4. Discussion

a. Development

Referring to Anisa's opinion (Witri Nur Anisa, 2014), learning media is a tool that can help the learning process and function to sharpen the message's meaning to achieve learning goals more effectively and perfectly. The selection of media types is then developed and utilized according to conditions, costs, time and learning objectives. Learning media is important because the existence of media can foster a sense of joy and happiness for students and their enthusiasm, as well as help increase their knowledge and give life to learning. It aligns with the theory of learning connectionism, which is the formation of the connection between the stimulus and the response (Sahlan, 2018). Relationship with Roda Media Bingo, namely the existence of this media as a stimulus to students so that students get a positive response.

This opinion is then supported by research conducted by (Trimurti, 2023) that learning media supports the learning process, can stimulate students to actively participate and provide direct feedback to create an effective teaching and learning process (Trimurti, 2023). Therefore, in this study, the type of media used is physical learning media in the form of Wheels media Bingo.

The practical implications of this study show that using physical learning media such as Bingo Wheel can increase students' interest and active participation in the learning process. This media functions as a tool that provides positive stimuli through the learning theory of connectionism, which relates stimuli to the responses produced. Therefore, developing and using appropriate learning media in the learning context can help achieve learning goals more effectively.

Theoretically, the results of this study reinforce the view that learning media is an important component of the educational process. The use of interesting and interactive media can increase the

effectiveness of learning, which aligns with educational theories that prioritize the active role of students in learning.

b. Validity

The results of the validation assessment of media experts, material experts, and subject teachers were declared "Very Valid", with a media validity percentage of 90%. Meanwhile, the validity of the subject matter expert was declared "Very Valid" with a percentage of 94.3%. According to Arikunto, the explanation of validity is a measure that shows an instrument's level of validity or validity (Siska Ismawati, 2022). Sugiyono also explained that validity means the extent to which the measuring tools' accuracy and precision can perform their functions (Sugiyono, 2020). So, validity shows the accuracy and suitability of the percentage results used to determine the validity of learning media from experts.

This opinion is then supported by research conducted by (Chalimah, 2020) that the validation results can be valid if appropriate and answer carefully about the measured variables. Based on the expert validation assessment results, it is known that the overall assessment of Wheel's learning media Bingo developed by the researcher has a "Very Valid" feasibility percentage that can be used in the learning process.

In the context of validity, the study results show that the Bingo Wheel learning media has a very high level of validity, both from the perspective of media experts, material experts, and subject teachers. This media is considered accurate and appropriate in meeting the desired learning objectives.

Theoretically, these findings support the importance of validity as a critical aspect in developing learning media. The high validity shows that the media can measure or achieve the goals that have been set, and the results of this study provide empirical evidence about this.

c. Practicality

Based on the results of the assessment of Fiqih subject teachers and students of class X.1 Madrasah Aliyah Al-Falah Lemahabang through a response questionnaire, the results of the research were then determined by the level of media practicality by referring to the practicality interval. It is known that the results of the assessment of Fiqih teachers are 93.3%, while the student response questionnaire is 89.8%. Based on this explanation, it can be concluded that the Bingo Wheel learning media is used in the learning process with the results of practicality analysis by Fiqih subject teachers getting the "Very Practical" criterion with a percentage of 93.3%, and the results of the students' response getting the "Very Practical" criterion with a percentage of 89.8%.

(Maskar & Dewi, 2020) Explained that practicality is a measure of the skills of the product being developed, and the size of the product can be measured from the ease and presentation by students. This statement also aligns with the opinion (Ilhami et al., 2022), namely the ease of use of learning media seen from the level of practicality. The results of this study are also in line with the findings (Alwi et al., 2020) that test the practicality of the learning media developed, which is easy to use and attractive. This opinion is then supported by research (Damayanti, 2019) that shows practicality refers to how easily students use the learning media. Based on this explanation, several aspects need to be considered in the practicality of learning media Bingo to support Roda's learning Bingo. First, the media is seen from the available formats, the time used, and the costs incurred. Second, the suitability of students is related to the material's content and the development of the student experience. Third, the suitability of teachers in using Roda media Bingo to attract attention and help students understand the learning material.

The practical implications of the practicality aspect show that the Bingo Wheel media is very easy to use by teachers and students. This high level of practicality means that this medium is effective in aiding learning and easy to implement in the classroom context.

From a theoretical point of view, this study reinforces the concept that practical learning media is a media that is easily accessible and used by all parties involved. It is important to ensure that the media can be applied widely and consistently in various educational settings.

d. Effectiveness

Media Roda Bingo: Its development aligns with students' learning theory. Media Wheel *Bingo* also succeeded in attracting the attention of students to participate in Fiqh lessons, especially *zakat fitrah* material for class X.1 Madrasah Aliyah Lemahabang. Theory discovery learning from Jerome S Bruner explained that students with the concept of learning by discovering must play an important role in the learning process (Setiawan & Yuniarti, 2017). Teachers should provide breadth to students to become problem solvers. (Junaidi, 2019) explained that using media in the learning process will greatly improve its effectiveness. Using Roda's learning media *Bingo*, Fiqh's learning goals are easier to achieve, and students' learning achievement can increase. Based on experts' opinions, the value of the pre-test and post-test is also known, so it can be concluded that there is a difference in the final test score. So that the use of learning media *Bingo* This is very effective in improving student learning outcomes for the better.

This opinion is then supported by research conducted by (Handayani, 2023) that learning outcomes affect how effective the learning media is if students' learning outcomes are greater than the value of the Minimum Completeness Criteria (Handayani, 2023). Based on this explanation, it can be understood that the learning media of Roda Bingo, The material of *zakat fitrah*, is effectively used in the learning process.

Practically, the Bingo Wheel media has proven to be effective in improving student learning outcomes, especially in Fiqh subjects related to *zakat fitrah* material. Using this media helps students achieve learning goals and improves their learning achievement.

From a theoretical perspective, this study supports the discovery learning theory, which suggests that students must be active in the learning process. Media such as the interactive Bingo Wheel can facilitate learning in a more engaging and challenging way, thus encouraging students to become better problem solvers.

Overall, the results of this study have significant implications, both practically and theoretically, in the development and use of learning media that are effective, valid, practical, and effective in improving student learning outcomes.

5. Conclusion

This research aims to develop and evaluate the effectiveness of physical learning media in the form of Bingo Wheels in improving learning outcomes in Fiqh subjects, especially *zakat fitrah* material in class X.1 Madrasah Aliyah Al-Falah Lemahabang. The main findings show that this media has succeeded in increasing student interest and participation, is considered very valid with a validity percentage of 90% from media experts and 94.3% from material experts, and very practical with a percentage of 93.3% from teachers and 89.8% from students. Using Bingo Wheels has also been proven effective in improving student learning outcomes, as seen from the significant increase in pre-test and post-test scores. The recommendations of this study include the use of physical learning media in the context of interactive learning, increased teacher training in the use of media, and follow-up research to test effectiveness in various subjects and levels of education. This research contributes to the educational literature by providing empirical evidence about the importance of interactive, valid, practical, and effective learning media in improving student learning outcomes.

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